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ABSTRACT

Designed for high school women at the sophomore level, this program is intended to act as a catalyst for exploration of career goals with a heightened awareness of the influence of sexism and stereotypic attitudes regarding women's roles. Together with three special activity periods, there is continued assistance by the high school counselor in the exploration of careers, but in a less formalized or structured manner (e.g., directing toward sources of information, suggesting parental conferences, etc.). The activities utilized for this program consist of various role playing situations, group fantasies, small group feedback opportunities, a "careergram" measuring participants' consideration of unconventional (for females) occupations, and a discussion of the pervasive myths regarding women's work habits. The formal and informal assessments of this program and concrete suggestions for implemeting career counseling programs for high school women will be presented. (Author/LAA)

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CAREER EXPLORATION FOR HIGH SCHOOL WOMEN: A MODEL

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The following project grew from contacts with a population of mature women who, unhappy in their predominantly homemaking roles, were considering personal life style alterations (e.g., returning to school, finding a job). As fascinating and challenging as this population was, our interest was drawn to attempting to intercept younger women in their vocational development. Our goal was to attempt to begin preparing them for considering the multiple roles women assume. Conventional careers were spurned in favor of examining non-traditional occupations. Prevention of the dilemmas confronted by the older population was considered the goal.

The sources for the following exercises were the laboratory exercises utilized to increase involvement and learning in interpersonal skills labs. The pervasive zeitgeist for the experience was that the population (10th grade females) was in the exploratory stage (Super, 1957) of vocational development. At this stage, needs, interests, capacities, values and available opportunities should be considered. The impact of sex-role stereotypes (Hawley, 1971) upon career consideration is the focal point of the program.

Introduction

Currently nearly 40% of the total labor force in the United States is made up of women. The sobering statistics regarding employment, earning power and the distribution of women across occupations may need review (U. S. Government Printing Office, 1971).

1 - 43% of all American women work.

2 - The Bureau of Census lists 250 distinct occupations, but half of all women workers are employed in only 21 of them.

3 - Three out of every four clerical workers are women.

4 - The proportion of women in professional and technical jobs has declined over the past 30 years, from 45% in 1940 to 37% in 1969.

5 - In 1969 a full-time woman worker earned a median income of $5,077, while a man earned $8,668. A black woman earned the least of all full-time workers, $4,126.

6 - The unemployment rate for women is high and still climbing; for the first quarter in 1971 it was 5.3% for all white women over 20 and 8.3% for black women. The rate for white men was 4%, and black men, 6.7%.

Equally sobering is the impact on the individual working woman of unemployment, improper employment training or of underemployment. Although the quantity of research on womens' occupational lives is quite sparse (Lewis, 1965), it can be assumed that the female reaction to job unsatisfaction parallels the reaction of the more-investigated males. That is, unemployed, underemployed women experience fatigue, monotony and emotional stress (Crites, 1969).

Professionals involved in facilitating growth among people are aware of how difficult it can be to bring about change in life patterns. In a similar manner, the encumberances experienced by a mature woman attempting to alter her life style to suddenly include school or work can be staggering. In addition, some of the recent literature (Pietrofesa and Schlossberg, 1970; Broverman et. al., 1970) on counselor-female client dyads indicates that the type of assistance provided by many counselors may well promote rather than dissipate sex-role stereotyping.

CAREER EXPLORATION WITH HIGH SCHOOL WOMEN

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The model described on the following pages is designed for young women at the junior and senior high school level. In a general way it is intended to act as a catalyst for exploration of career goals with at least a heightened awareness of the influence of sexism and stereotypic attitudes regarding women's role. In a specific way, the goals of the program are the following:

1) sensitize participants to their acceptance of the status quo re: woman's role;

2) broaden participants' awareness of what can be re: woman's role;

3) explore some of the attitudes which "lock" participants in the status quo and block movement toward what can be.

To meet the above goals several activities have been planned which can be scheduled within three 1-hour sessions; ideally, each session would be held on three consecutive days. Along with and following these sessions, the high school counselor would continue to assist the student in the exploration of careers, but in a less formalized or structured way, vis-a-vis decision-making, directing toward sources of information, etc.

On the following pages the individual sessions are described in detail. Also included is an evaluation form to assess the students' reactions to the learnings and the format of the three day program.

PRELUDE: The following preparations should be completed prior to the actual commencement of the program:

Step 1 - Advertise the program to the women student body. Some possibilities include: posters on bulletin boards, announcement in the school newspaper, announcements over the Public Address System.

Step 2 - Enroll the students who are interested in the program indicating to the enrollees that participation is limited and that some enrollees may not be able to attend the program.

DAY I: "What Is"

A. Living Careergram

1. Goal: To demonstrate whether participants envision themselves in career roles which are acceptable or nonacceptable for women, according to our society's tradition.

2. Time Required: 20 minutes

3. Preparation: Scattered around the room in which the session to be held, post several placards on the wall. Each placard should have labeled the title of an occupation. Include several titles which are traditional roles for women, such as, secretary, teacher, nurse, homemaker, typist, sales clerk, etc., and several titles which exemplify nontraditional roles for women, such as, tool and die maker, printer, gas station attendant, psychiatrist, electrician, college professor, etc.

4. Process:

a. Instruct the participants to mill around the room and observe the career titles posted on the wall. Tell them also that after noticing each poster they should sit below that poster which comes closest to what they will likely be doing in five years.

b. After everyone in the group is seated under one of the posters, instruct the participants to share with the others in their group the reasons they chose that particular poster. Allow 10 minutes.

c. Instruct the participants to look around the room, and then share with the other members of their group their observations about the configuration of the room, e.g., noting where most people are grouped; noting the types of careers which were left vacant; drawing implications from their observations, etc. Allow 5 minutes.

d. Summarize to the total group your impressions, e.g. "Few of you grouped yourselves under the sign 'welder,' but many of you are under the sign 'teacher'." State briefly some inferences that can be made, e.g. "Women have a tendency to think along traditional lines when considering a career. We respond to career possibilities as we think society expects us to respond." Allow 5 minutes.

B. Myths and Realities

1. Goal: Highlight some common areas of incorrect information about women and the world of work.

2. Time Required: 30 minutes

3. Preparation: Post before the group a large blank profile chart (see attachment for illustration of layout). Have a Magic Marker or similar flowpen available.

4. Process:

a. Distribute the "Opinionnaire" to the participants and request that they complete it according to the directions at the top of the page.

b. After everyone has completed the Opinionnaire, take each item individually and plot on the posted chart the number of "I agree" responses to the items. The participants should keep the Opinionnaire, and can respond by a handcount to determine the profile of the chart.

c. Beginning with Item 1, state to the group the "reality" of the item (see Appendix). Point out for each item the percentage of agreement or not to the "myth" via reference to the chart.

d. After pointing out the "reality" for each "myth", distribute to the participants their copy of "realities" as a future source of information to keep in conjunction with their Opinionnaire.

DAY 2: "What Can Be"

A. Group Fantasy

1. Goal: The goal of this exercise is to sensitize the students to the changes which might occur within the next five years in society, human relationships and their own perspectives of appropriate behavior. The range of considered alternatives to dilemmas will hopefully be expanded and thoughtful planning of life styles will be encouraged by the presentation of the following situations.

2. Time Required: 25 minutes

3. Preparation: The group of students is asked to form groups of 6. The counselor distributes a copy of the fantasy situations to each student. The students are instructed to follow the instructions provided at the conclusion of each fantasy situation and are told that they will have approximately 15 minutes to complete the two assignments. During the time the students are considering the fantasies the counselor may drift from sextet to sextet observing the types of solutions, alternatives, etc., which are suggested.

THE FANTASIES

The year - 1977!

Patricia J. is just completing the first semester of her senior year in high school. Her boyfriend Scott and she have been dating for 7 months and, although their relationship is quite satisfying and important to her, it is currently causing her much distress. Scott has been accepted to a college in a distant state and has decided to attend. He would like Patricia to also go to school there (on a whim she applied and was accepted). Pat is unclear about what she would like to major in (if she goes to college at all -- she really is not convinced she wants to do that), but several of the majors in which she is somewhat interested are not offered at Scott's school. Her parents want Pat to attend their alma mater and also want her to major in a subject which would guarantee employment upon graduation.

Instructions - Finish the story. (Insert any steps you think Pat might take to assist her in making this decision.) Remember - it's 1977! Imagine what could be.

Anne and Allan Johnson have been married for four years and they have one child, Jamie, age 2 1/2. Anne and Allan met while both of them were in high school. Allan was 2 years older than Anne and when he graduated went immediately into the service. When he was discharged two years later they were married and then immediately moved across the country so Allan could attend College. While Allan was in the service Anne had worked as a sales clerk in her father's store. Currently Allan is attending college and also working to supplement the support the GI Bill provides. He is majoring in business and hating it. Recently he decided that he really wanted to be an engineer and, with only one year of school remaining to complete his Business degree, wants to switch majors although that would necessitate another 3 years of college. Anne, who has not been working at

all since Jamie was born is quite disappointed. She and her husband had agreed that after he had completed college, she would be able to begin whatever training she desired. An intense feud rages.

Instructions - Finish the story. (Insert any suggestions you can think of which would help Anne and Allan to resolve their problem.) Remember - it's 1977! What kind of suggestions can you make as to what steps Anne and Allan could have taken to prevent this conflict?

4. Process: After reading the situation, the students complete the account according to the instructions. As the students discuss the fantasies, the counselor may occasionally comment (as a reminder) that these events are taking place in the future and encourage the students to project into their solutions the changes they predict (or wish) will take place in 5 years. After the fifteen minutes of group time have elapsed the counselor may ask each group to briefly report to the entire class on the fantasies they constructed for the situations. The counselor may at this time make process observations or remark on any aspects of the fantasy construction ("This group felt that the situation was unlikely to occur in a few years time, and therefore, found it very difficult to flow with the sequence of events" or "Apparently this family reminded you very much of your own in the way they developed priorities of who would be educated first"). This aspect of the exercise should take no more than ten minutes.

B. Triads

1. Goal: The purpose of the triad exercise is to provide an opportunity for students to share their perceptions of each other in terms of an unconventional (for a woman) occupation. The exclusion from consideration of all traditional (e.g., teacher, nurse, secretary) occupations whould provide impetus to expand alternatives in the realm of possible careers. The feedback provided by having others suggest occupations and provide rationales for their selection should help sensitize the students to their "images" or how they are construed by their peers.

2. Time required: 15-20 minutes

3. Preparation: Following the fantasy each group of 6 is asked to split into 2 groups of 3 by the counselor.

4. Process: Each member of the resulting triads is to take turns completing the following roles which are described by the counselor.

   a. Speaker - The task of the speaker is to share her perception of the receiver in terms of an UNCONVENTIONAL occupation (i.e., different from the traditional nurse, teacher, secretary roles typically filled by women) e.g., "I see you as an airline pilot or perhaps a chemist". Following this the speaker is to give the rationale for her choice(s) (e.g., "I see you as quite precise, calm....")

b. Receiver - The task of the receiver is to listen to the remarks of the speaker and then share her reaction (e.g., "I was amazed you choose those fields because I see myself as less exact than that occupation would require").

c. Observer - The task of the observer is to enforce the completion of the roles for the speaker and the observer, and then report to them what seemed to have taken place between them, e.g., "You seemed unable to explain clearly why you saw her (the receiver) as an agronomist". - or - "You didn't seem very happy with her choice of occupation for you. Were you? Why?"

Approximately five minutes should be devoted to each role (speaker, receiver, observer). After five minutes, then, the counselor announces, "Please switch roles. If you were assuming the role of Speaker, e.g., now assume the role of Receiver or Observer".

The final five minutes of the activity could be devoted to any reactions the students may have to the triadic interaction. These reactions could be shared with the total group. The counselor may ask specific questions to promote this brief discussion.

DAY 3: "Bringing It All Back Home" (Or, "Reasons for Differences between What Is and What Can Be")

A. Role Playing

1. Goal: The purpose of the role playing exercise is to sensitize the students to the stereotypes we share about men, women, parents, children, counselors, etc. It is posited that we frequently act according to the stereotypes we maintain rather than to the actual demands of people and situations Becoming aware of the pervasiveness of this role or sex stereotyping is perhaps the first step toward freeing people from the limitations it imposes. This exercise can be conducted with only the women students participating or it can be expanded to include 5 male students or a male faculty or staff member invited by the counselor.

2. Time Requirement: Situation #1 - 15 minutes; Situation #2 - 25 minutes

3. Preparation: The counselor asks for volunteers from the class and describes what "role playing" means and how it fits in to the program (see: Goal section). One way of explaining it is as follows: The volunteers are offering to take the parts of characters in scenes they will be given. They will make up the action and the dialogue as they go along according to how they imagine the character they are playing would react in the situation.

4. Process: The counselor after soliciting the proper number of volunteers for the situation, reads the description of the scene to the entire group of students. The students are assigned roles within the situation (or they can select the one they wish to explore) and

the scene begins. The counselor may want to reverse the roles the students are playing in the middle of the role playing. Following each situation the entire group is asked to react to the presentation in terms of accuracy of presentation, evidence of stereotyping in mannerisms, dialogue, resolution of the situation, etc.

a. Solicit two volunteers.

b. Read: Situation 1 - In a law office, the female lawyer and her male secretary are discussing his performance. The secretary is attempting to get a raise.

c. Role Play the above situation. Allow 8 minutes.

d. Total group reaction to the role playing. Allow 7 minutes.

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a. Solicit five volunteers

b. Read: Situation 2 - A female student is discussing her goal of becoming an Industrial Arts (shop) major with: a) her parents (allow 5 minutes); b) with her boyfriend (allow 5 minutes); c) with her guidance counselor (allow 5 minutes).

c. Role play the above situations, allowing five minutes for each of the three scenes.

d. Total group reaction to the role playing. Allow 10 minutes.

B. Evaluation

1. Goal: To determine, on a subjective basis, what learning the participants perceived themselves to have acquired. Also, to assess the participants' reaction to the specific activities they engaged in.

2. Time Required: 10 minutes

3. Preparation: none

4. Process: Distribute to each of the participants a copy of the Evaluation Form. Read aloud the directions on the form. Allow 5 - 8 minutes for completion of the form. If any time remains, use the Evaluation Form as a vehicle for participants' reaction and discussion as a total group. Collect forms.

OBSERVATIONS AND RECOMMENDED MODIFICATIONS

The Career Exploration program was conducted in a private and public school as a pilot study. Based on our learnings from the pilot study, the following section is a discussion of our impressions and our recommendations for changing the model. Other modifications may be appropriate also (for example, different activities than those we have described); what we are presenting is a model, not an inflexible format.

General Impressions

In general the response of the 10th grade young women to the program was positive. We can base that claim partly on the fact that participation was voluntary and little absenteeism occurred from Day 1 to Day 3. Occupational information available to the participants was eagerly collected, and requests were made for additional information. The activities were approached and completed with apparent interest and enjoyment.

Following the activities of Day 3 the participants were requested to complete a brief evaluation form. The form was an informal means of assessing new learnings and of calculating the participants' reaction to the format of the program. Following is a brief summary of the information collected at each of the two schools.

Summary of Informal Assessment
(Large Public High School)

A. Reported changes in awareness and information:

1. 33% of the girls felt that their awareness of the stereotyping that occurs in careers and job possibilities has increased.
2. 24% reported that their information about working women has increased.
3. 52% felt that their awareness of obstacles to non-traditional careers for women has increased.
4. 52% felt that their awareness of the need to plan NOW for career satisfaction in the future has increased.
5. 38% felt that alternatives for solving career problems are more apparent.
6. 52% reported that they felt more aware of how others influence their decisions.

B. Preference for group activities

1. Rank order of the "most interesting" activities:
   1st - role playing (parents, boyfriend, counselor)
   2nd - role playing (lawyer, secretary)
   3rd - triads
   4th - group fantasy
   5th - living careergram
   6th - myths and realities

2. Rank order of those activities in which it was felt "not enough time" was provided:
   1st - living careergram
   2nd - role playing (parents, boyfriend, counselor)
   3rd - triads
   4th - role playing (lawyer, secretary)
   5th - group fantasy
   6th - myths and realities

3. Rank order of those activities in which it was felt the inclusion of males would make the activities more meaningful:
   1st - role playing (parents, boyfriend, counselor)
   2nd - role playing (lawyer, secretary)
   3rd - triads
   4th - group fantasy
   5th - myths and realities
   6th - living careergram

C. Relevancy of program for 10th grader -

1/2 of the group felt tnat the program would be more meaningful if offered earlier than 10th grade.

D. Results of the Vocational Development Inventory

The changes of this inventory between the testing done before and after indicated no statistical significance. The items on this inventory seemingl do not reflect the influence of a short-term counseling program. In addition, a "correct" response (as determined by the test constructor) may not have been considered so by us; e.g., the program's focus on "exploration" and probing of future alternatives was antithetical to the instrument's bias toward finality of career choice.

Summary of Informal Assessment
(Small Private High School)

A. Reported changes in awareness and information

1. 43% of the girls felt that their awareness of the stereotyping that occurs in careers and job possibilities has increased.
2. 43% reported that their information about working women has increased.
3. 32% felt that their awareness of obstacles to non-traditional careers for women has increased.
4. 29% felt that their awareness of the need to plan NOW for career satisfaction in the future has increased.
5. 46% felt that alternatives for solving career problems are more apparent.
6. 50% reported that they felt more aware of how others influence their decisions.

B. Preference for group activities

1. Rank order of the "most interesting" activities:
   1st - role playing (parents, boyfriend, counselor)
   2nd - triad
   3rd - role playing (lawyer, secretary)
   4th - group fantasy
   5th - living careergram
   6th - myths and realities

2. Rank order of those activities in which it was felt "not enough time" was provided:
   1st - triad
   2nd - role playing (parents, boyfriend, counselor)
   3rd - group fantasy
   4th - role playing (lawyer, secretary)
   5th - living careergram
   6th - myths and realities

3. Rank order of those activities in which it was felt the inclusion of males would make the activities more meaningful:
   1st - role playing (parents, boyfriend, counselor)
   2nd - role playing (lawyer, secretary)
   3rd - group fantasy
   4th - myths and realities
   5th - triad
   6th - living careergram

C. Relevancy of program for 10th grader -

1/4 of the group felt that the program would be more meaningful if offered earlier than 10th grade.

D. Results of the Vocational Development Inventory

The changes on this inventory between the testing done before and after the Program were of no statistical significance. The items on this inventory seemingly do not reflect the influence of a short-term counseling program. In addition, a "correct" response (as determined by the test constructor) may not have been considered so by us; e.g., the program's focus on "exploration" and probing of future alternatives was antithetical to the instrument's bias toward finality of career choice.

Recommendations

A. Personnel: For each school a liaison person was contacted who arranged the scheduling, room facilities, publicity, etc. As helpful as these individuals were, it was soon apparent that some difficulties are inevitable when "outsiders" go into a school of which they have no "working knowledge." For example, the room originally arranged for the participants' use in one school was a small auditorium with tiered rows of seats -- not too conducive to milling around (as in the Living Careergram), or for small group interaction (as in Group Fantasy-1977). The period of the day that the sessions were conducted provided some difficulty in one instance: we had suggested an hour to meet with the participants, only to discover in mid-session that eight minutes of announcements were broadcast over the Public Address system at that time daily -- informative, perhaps, but very disruptive to the session.

B. Publicity: Announcement of the program to the women students had to be arranged through the cooperation of the liaison high school counselors. This type of arrangement is not as effective as the situation in which the Career Exploration leaders are members of the high school staff. If on the staff, the advance publicity suggested in the model under "Prelude" can be arranged more effectively.

C. Length of Sessions: Day 2 and Day 3 both lacked sufficient time for discussion and synthesis. One and a half hour sessions may be a more realistic time framework. The value of the program is the stimulus it provides for realizing subtle influences on career choice, such as sex role stereotyping, and for expanding awareness of viable career options. These aims

can be achieved in part by providing the arena to relate the program's activities to the participants' personal experiences. Also facilitative to realizing the model's goals is the provision of pertinent occupational information and the referral of the participants to resources such as the Guidance Office. Sufficient time is necessary within the sessions, lest the link between the program's "fun activities" and the realities of career exploration are made.

D. Pertinent Literature: We provided some literature related to career choices which was obtained from the Women's Bureau of the Department of Labor. Among the material provided were pamphlets entitled "Why not be an Engineer?," "Why not be an Optometrist?," and "Job Training Suggestions for Women and Girls." Such reading matter should be available for participants. In addition, examples of the more common occupational information that enforces sex role stereotyping could be displayed for comparisons, such as pamphlets picturing only young men as engineers or optometrists or barbers. We found that career materials in the Counseling Offices were almost entirely based on sex role stereotypes. Films used in career exploration may be sexist as well. Sufficient time and effort expended toward selection of appropriate occupational information is an important factor.

E. Activities:

LIVING CAREERGRAM - After the participants have milled around the room and have chosen a placard, sufficient time for discussion depends on the average size of the career groups. If the groups are large, more time is needed than if the groups are small, in order to allow group members to share with one another the reasons for choosing that particular placard.

MYTHS AND REALITIES - The 'myths' of the Opinionnaire were generally not agreed to by the participants, thus sharing the 'realities' with the group lost its impact. We have since considered distributing the Opinionnaire beforehand to a group of male students, plot their profile, and use that as a comparison profile with the participants. It may be that the items of the Opinionnaire are more effective with a group of older women than with young women who are less likely to accept myths. A substitute Opinionnaire seems necessary -- one containing items relating to less apparent myths. A caution may be inserted here: when focusing on women's contributions and role in the work world, it may be wrongly interpreted that the leaders (if women) are 'women libbers,' militants, etc. Such a misinterpretation could result in a loss of credibility for the entire program if not clarified with the participants.

GROUP FANTASY - It is necessary to emphasize the guideline for this activity: "Do not be constrained in your fantasy to what exists today; be imaginative and incorporate situations in your fantasy of the future!" Also, the situations described in the model are apropos for middle class college-bound participants, and should be modified for participants from other socio-economic settings, such as, rural areas and ghetto areas.

TRIADS - Sufficient time was not allowed for this activity. Thirty, rather than twenty minutes, seems a better allotment of time. Within thirty minutes it would be possible to focus on each triad member for ten minutes. Five minutes per person does not allow the participants to elaborate on their nontraditional career suggestions or to share reactions within the triad.

ROLE PLAYING - While the participants were engaged in this activity, we found it facilitative to act as an "alter ego" of various role players. For example, one of us would slip behind someone role playing a parent and speak for the

role player -- perhaps in order to give a new twist to the scene or to stimulate alternate responses to the situation. Role playing was, above all others, the activity in which students most enthusiastically engaged. More time could have easily been used for both the role playing and the subsequent total group discussion. The inclusion of male role players was suggested by participants as a modification of this activity.

F. Follow-Up: Essential to any program is a system to evaluate the effectiveness of the program. As mentioned, each participant completed an informal evaluation form, but we envision additional follow-up in subsequent use of the model. For example:

1. It would be helpful to know what impact the program had on the students' use of the school's counseling services for continued career exploration.
2. Appraising specific behavioral correlates could also indicate effectiveness; for example, regarding increased use of the career information materials, increased use of college or technical school information, number of girls pursuing part-time employment or training experiences in nontraditional jobs, etc.
3. For appraisal of behavioral correlates the evaluation would necessarily be a delayed post-treatment evaluation (perhaps several months after the Career Exploration program). Post-treatment gains could be measured with a standardized or nonstandardized instrument. We are not aware, however, of an appropriate standardized instrument to measure shortterm treatment effects on career choice.
4. Use of a nonstandardized instrument is not as problematic -- perhaps an informal evaluation based on the participants' needs and goals might best indicate the program's effectiveness.

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APPENDIX

OPINIONNAIRE

Directions: Read each item. Indicate whether or not you agree with the statement by checking the appropriate column.

AGREE	DISAGREE	
____	____	1. A woman's place is in the home.
____	____	2. Women are not seriously attached to the labor force; that is, they work only for extra "pin money".
____	____	3. Women are absent from work more than men because of illness; therefore, they cost the company more.
____	____	4. Women don't work as many years or as regularly as men; their training is costly, and largely wasted.
____	____	5. When women work, they deprive men of job opportunities; therefore, women should quit those jobs they now hold.
____	____	6. Women should stick to "women's jobs" and should not compete for "men's jobs".
____	____	7. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.
____	____	8. Children of working mothers are more likely to become juvenile delinquents than children of non-working mothers.
____	____	9. Men don't like to work for women supervisors.
____	____	10. Housewives are happy women.
____	____	11. Education is wasted on women.
____	____	12. Women have a higher turnover and absenteeism rate than men.
____	____	13. Women get married, then quit work.

THE MYTH AND THE REALITY*

Male Workers More Equal Than Female Workers?
No! All Workers Are Equal!

The Myth	The Reality
1. A woman's place is in the home.	Homemaking is no longer a full-time job. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the growth of the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
2. Women aren't seriously attached to the labor force; they work only for "pin money".	Of the 31 million women in the labor force in March 1970, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 5.7 million were married and had husbands with incomes between $3,000 and $7,000--incomes which, by and large, did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four.
3. Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.9 days a year for women compared with 5.2 for men.
4. Women don't work as long or as regularly as their male coworkers; their training is costly--and largely wasted.	While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net differences for men and women are generally small.

The 1968 rates for accessions and separations in manufacturing for men and women were 4.4 and 5.3, and 4.4 and 5.2, respectively, per 100 employees.

5. Women take jobs away from men; in fact, they ought to quit those jobs they now hold.

There were 31.5 million women in the labor force on the average in 1970. The number of unemployed men was 2.2 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses.

In addition, the majority of the 7 million single women in the labor force support themselves; and nearly all of the 5.9 million widowed, divorced, or separated women working or seeking work support themselves and their families. They also need jobs.

6. Women should stick to "Women's jobs" and shouldn't compete for "men's jobs".

Jobs, with extremely rare exceptions, are sexless. Women were found in all of the 479 occupations listed in the 1960 decennial census. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.

7. Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1970, 4.3 million women held professional and technical jobs; another 1.3 million worked as nonfarm managers, officials, and proprietors. Many others held supervisory jobs at all levels in offices and factories.

8. The employment of mothers leads to juvenile delinquency.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

9. Men don't like to work for women supervisors.

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the firms indicated they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

ADDITIONAL INFORMATION:

10. Housewives are happy women.

Wives are sixty times more likely to become depressed than single women.

11. Education is wasted on women.

Nine out of 10 young women will spend 25 or more years working. The more education a woman has, the more likely she is to work.

12. Women have a higher turnover and absenteeism rate than men.

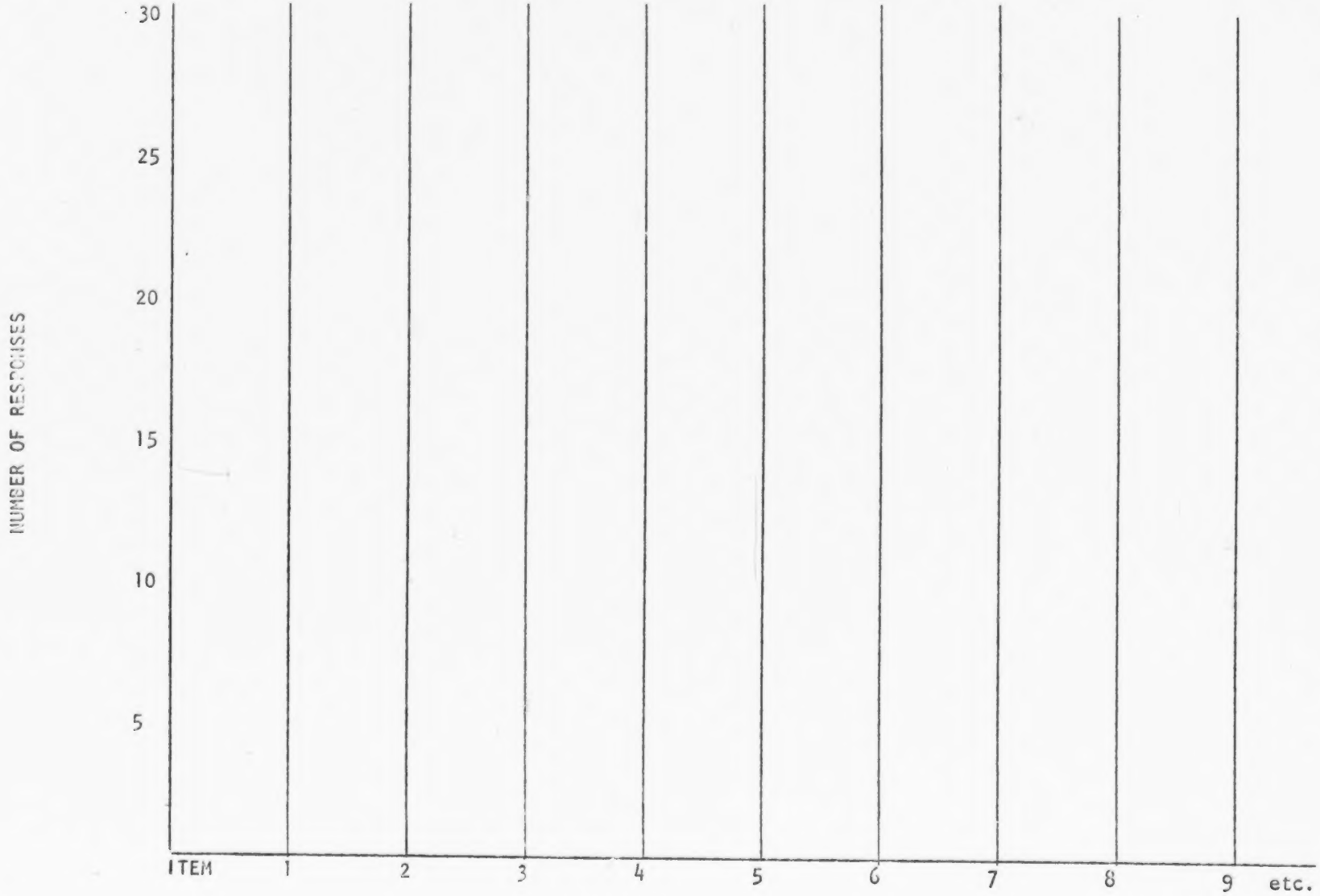
Numerous studies have found that turnover and absenteeism were more related to the level of job than sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.

13. Women get married and quit work.

Sixty percent of working women are married, and one-third of all mothers work.

* Numbers 1 thru 9 furnished by U. S. Department of Labor; Employment Standards Administration; Women's Bureau; Washington, D. C. 20210: For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 - Price 10 cents - Stock Number 2902-0041.

Profile Chart for "MYTHS AND REALITIES"



THE FANTASIES

I. The year - 1977!

Patricia J. is just completing the first semester of her senior year in high school. Her boyfriend Scott and she have been dating for 7 months and, although their relationship is quite satisfying and important to her, it is currently causing her much distress. Scott has been accepted to a college in a distant state and has decided to attend. He would like Patricia to also go to school there (on a whim she applied and was accepted). Pat is unclear about what she would like to major in (if she goes to college at all - she really is not convinced she wants to do that), but several of the majors in which she is somewhat interested are not offered at Scott's school. Her parents want Pat to attend their alma mater and also want her to major in a subject which would guarantee employment upon graduation.

Instructions - Finish the story (Insert any steps you think Pat might take to assist her in making this decision). Remember - it's 1977! Imagine what could be.

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II. Anne and Allan Johnson have been married for four years and they have one child, Jamie, age 2 1/2. Anne and Allan met while both of them were in high school. Allan was 2 years older than Anne and when he graduated went immediately into the service. When he was discharged two years later they were married and then immediately moved across the country so Allan could attend College. While Allan was in the service Anne had worked as a sales clerk in her father's store. Currently Allan is attending college and also working to supplement the support the GI Bill provides. He is majoring in business and hating it. Recently he decided that he really wanted to be an engineer and, with only one year of school remaining to complete his Business degree, wants to switch majors although that would necessitate another 3 years of college. Anne, who has not been working at all since Jamie was born is quite disappointed. She and her husband had agreed that after he had completed college, she would be able to begin whatever training she desired. An intense feud rages.

Instructions - Finish the story (Insert any suggestions you can think of which would help Anne and Allan to resolve their problem). Remember - it's 1977!

What kind of suggestions can you make as to what steps Anne and Allan could have taken to prevent this conflict?

EVALUATION FORM

DATE: _____ SCHOOL: _____

You have just completed a career counseling program. We are interested in receiving your reaction to that program. Please rate the following items according to the extent that the statement is true of you.

Using the scale below as a guide, indicate your rating in the blank preceding each item. For example, if statement #1 is very true for you, then write "5" in the blank space; if statement is true for you to only a very slight degree, then write "2" in the blank space, and so on.

1	2	3	4	5
Statement not true at all for me		Statement is somewhat true for me		Statement is very true for me

_____ 1. My awareness of the stereotyping that occurs in careers and job possibilities has increased.

_____ 2. My information about working women has increased.

_____ 3. My awareness of obstacles to non-traditional careers for women has increased.

_____ 4. Awareness of my need to plan NOW for career satisfaction in the future has increased.

_____ 5. Alternatives for solving career problems are more apparent to me.

_____ 6. I have become more aware of how others influence my career decisions.

_____ 7. Check those activities in which you felt that not enough time was allowed to complete the exercise.

_____ Living Careergram

_____ Myths and Realities

_____ Group Fantasies - 1977

_____ Speaker-Receiver-Observer Triad

_____ Role Playing: Lawyer and secretary

_____ Role Playing: student with parents, boyfriend and counselor

8. Check those activities which you found the most interesting to engage in.

_____ Living Careergram

_____ Myths and Realities

_____ Group Fantasies - 1977

_____ Speaker-Receiver-Observer Triad

_____ Role Playing: lawyer and secretary

_____ Role Playing : student with parents, boyfriend and counselor

9. Check those activities which you think would be more meaningful if males were included, e.g., male role players, male discussion leader, etc.

_____ Living Careergram

_____ Myths and Realities

_____ Group Fantasies -

_____ Speaker-Receiver-Observer Triad

_____ Role Playing: lawyer and secretary

_____ Role Playing: student with parents, boyfriend and counselor

10. Do you think this career counseling program would be more meaningful is you participated in it earlier, perhaps in 8th or 9th grade?

___yes ___no. Explain _____

_____

_____